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ABSTRACT

This document reports on the implementation of two bills adopted by the Washington State legislature in 1989 to achieve gender equity in higher education. The gender equity statute prohibits discrimination on the basis of gender against any student, and, in particular, it forbids discrimination in student assistance and services, academic programs, and athletics. The tuition waiver law focuses more narrowly on gender equity in intercollegiate athletics, authorizing the use of tuition and fee waivers to achieve gender equity in intercollegiate athletics. This report, which updates data submitted by each state four-year institution, indicates that student services and support remain free from gender discrimination, and that the standard of nondiscrimination in academic programs has been met. For athletics, the report notes that participation rates for female athletes have risen significantly and that the goal of equitable opportunities for participation in intercollegiate athletics has been substantially met. However, comparable facilities for both males and females have not been achieved at the state's baccalaureate institutions, except for Evergreen State College. The report also notes that higher participation rates are mandated by year 2004. Should current participation rate remain unchanged, the use of tuition waivers by state institutions will be jeopardized. Appended are data tables and charts. (Contains 19 endnotes.) (SM)

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ED 441 382

Gender Equity Report

January 2000

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Gender Equity Report

January 2000

BACKGROUND

In 1989, the Legislature adopted two bills designed to achieve gender equity in higher education: the gender equity statute and gender equity athletic tuition waivers. Each directed the Higher Education Coordinating Board to report to the governor and Legislature on their implementation.[1] This document reports on their implementation.

The Gender Equity Statute [RCW 28.110]. This law prohibits "discrimination on the basis of gender against any student in institutions of higher education in Washington." In particular, the law forbids discrimination in student assistance and services (including student employment, counseling, and financial aid), in academic programs, and in athletics, both intercollegiate and intramural.

The state's public colleges and universities are required to "submit to the [Higher Education Coordinating] Board a plan to comply with the requirements of the law." The Board, in turn, is required to report to the governor and the higher education committees "on institutional efforts to comply with this chapter." In consultation with public colleges and universities, the Board also develops rules and guidelines to eliminate gender discrimination.

After consulting with the higher education community, in 1990 the HECB promulgated its first set of rules under the law, WAC 250-71 (010-075). These rules directed the state's public institutions of higher education to study their gender equity policies and gender equity performance in student services, academic programs, and athletics. The Board's rules also directed institutions to submit biennial updates, focusing on the results of continued monitoring and activities conducted to enhance gender equity. In 1990 the HECB delegated to the State Board for Community and Technical College Board responsibility for collecting data and gender equity updates from the state's community and technical colleges, and, in turn, reporting these to the HECB.

The HECB first reported to the Legislature and governor under this statute in 1991, and it subsequently reported in 1993 and 1995. In 1997 RCW 28.110 was revised, shifting the reporting schedule to a quadrennial cycle. This is the first update submitted pursuant to RCW 28.110 since the Board's 1995 report.

Tuition Waivers [RCW 28B.15.460]. The second gender equity law enacted in 1989 focused more narrowly on gender equity in intercollegiate athletics. More specifically, the law authorized the use of tuition and fee waivers to "achieve gender equity in intercollegiate athletics" beginning in the 1991-1992 academic year. The use of tuition waivers in 1992-1993 was made contingent upon HECB approval of institutional plans for achieving gender equity. The law required institutions to meet still higher targets for female participation in intercollegiate

athletics in the years that followed. Institutions that do not meet these standards must have a new institutional plan approved by the HECB before granting further waivers [28B.15.460 (2) (b)].

The HECB's presented its last report to the governor and Legislature in 1996. At that time the Board found that tuition waivers had substantially increased gender equity in intercollegiate athletic programs, and recommended reauthorization of the legislation. In 1997 the Legislature reauthorized and revised the statute; its reporting cycle, too, was lengthened from a biennial to a quadrennial basis.

Both laws provide that their reports may be combined with the other; hence, this report shall address both statutes. The report will be organized into three sections: 1.) student services, 2.) academic programs, and 3.) athletics.

1. STUDENT SERVICES AND SUPPORT

The Gender Equity statute contains three provisions that aim to prevent gender discrimination in student employment[2], in counseling and guidance services[3], in the award of financial aid.[4] It also directed institutions to "develop and distribute policies for handling complaints of sexual harassment."

The initial HECB report, completed in 1991, found full compliance with the provisions of the statute, save for "some discrepancies" in student employment and "minor discrepancies in financial aid."[5] Drawing upon institutional updates submitted in 1994, the HECB concluded in its 1995 report that the state's institutions had substantially remedied these "discrepancies."[6] In 1999 the HECB asked institutions to present equity updates and data that focused on student employment and sexual harassment policies.

Student Employment. Pay scales in student employment are not sex-specific, and jobs are not assigned on the basis of gender. Rather, job classifications are gender neutral, and the pay scales attached to these jobs are equitable. At the University of Washington, for example, there are three job classifications, each scrupulously gender neutral, arranged according to the complexity and responsibility of the work.[7] There are small differences in the distribution of male and female students across pay levels at two institutions: Central Washington University and The Evergreen State College (see Appendix Two). These merit review by campus equity and work study officials.

Sexual Harassment. Each institution has policies and procedures for handling complaints of sexual harassment. Each institution distributes these policies widely among faculty, staff, and students. This typically occurs through orientation for new and transfer students, and for new faculty and staff. All students, faculty, and staff receive copies of the policies in new employee materials or their student catalogue, and sexual harassment policies are prominently posted in public places.

CONCLUSIONS: STUDENT SERVICES AND SUPPORT

The 1999 equity-plan updates and data submitted by each four-year institution indicate that student services and support remain free from gender discrimination. Moreover, institutional report updates clearly demonstrate that student support programs at our state's colleges and universities go far beyond refraining from gender discrimination. Taken together, they show strong evidence that faculty, staff, and administrators are working to create campuses that are congenial to the needs of all learners, whether male or female.

2. ACADEMIC PROGRAMS

Two provisions of the gender equity statute obligate higher education institutions to follow a policy of strict nondiscrimination in academic programs.[8] No academic program is permitted to exclude students of either gender, or to give special consideration for admissions to either men or women. Nursing programs, for example, may not give special consideration to male applicants merely because they are historically underrepresented in the field of nursing.

No programs restricted entry by gender or employed dissimilar standards for admission in 1994, and none did in 1999.

There is a third provision in the statute that does not demand a strict gender neutrality or nondiscrimination standard. Rather, it aims to achieve an equality of results in academic programs. It states:

> "If participation in activities such as intercollegiate athletics and...academic programs is not proportionate to the percentage of male and female enrollment, the plan should outline efforts to identify barriers to equal participation and to encourage gender equity in all aspects of college and university life" [RCW 28B.110.040 (2)].

Proportionality in Academic Programs. Since the submission of its first report in 1991 the HECB has reported on matriculation in academic programs. The 1991 report defined proportionality this way:

> *"...each gender appearing more than 10 percentage points above or below its representation in the student population was considered a discrepancy. More than 20 points above or below was considered a substantial discrepancy."*[9]

This report examines instead the number of male and female students who *graduate* in each field.

By relying upon the federal government's Integrated Postsecondary Data System (IPEDS), it is possible to compare male and female graduates for the years 1989 and 1998, the most recent year for which these data are available. Each degree program is assigned to one of more than 800 Classification of Instructional Program (CIP) codes, e.g. "Education of the Autistic." These

codes, in turn, are aggregate into 50 categories, e.g. "Education." Comparing male and female graduates in these 50 categories in 1989 and 1997 permits us to examine what changes — and continuities — have marked the enrollment decisions of male and female students since the adoption of the gender equity statute.[10]

In 1989, there were roughly 21 CIP categories at each of the state's five universities (107 in total). Of these 107 categories, two-thirds (73/107, or 68.2 percent) were distinguished by "disproportionate" numbers of male and female graduates, and 34/107, and roughly one-third (31.8 percent) were not. About four in ten fields of study (41 percent, or 44/107) were marked by "substantial disproportionality" between the numbers of male and female graduates and university-wide enrollments.

In 1998 the same universities reported a total of 113 categories. Of 113 categories, 71 (62.8 percent) displayed "disproportionate" patterns of male and female graduates — down slightly from 68.2 percent at the end of the preceding decade. The number of categories with "substantial disproportionality" declined slightly to 39 out of 113, or 34.5 percent — down from 41 percent of programs a decade earlier. *In the decade since the adoption of the statute, the proportion of fields marked either by modest or "substantial" gender disparities declined 10 - 20 percent.*

Continuing Disparity in Some Fields of Study. Of the 107 categories that were recorded in both the 1989 and 1998 IPEDS reports, most of those marked by disparities in 1989 continued to be in 1998. Areas that were proportionate in 1989 remained this way in 1998. In total, roughly three-quarters of the areas of study (81/107, 75.7%) remained at their original range of disparity (modest or substantial) in both periods (see the shaded cells in the Table Two, below). Sixteen areas of study (14.95%) were moved from "substantial" to "modest" disparities, while another ten areas of study (9.35%) moved in the opposite direction. ***There is pattern of substantial continuity in the choices that male and female students make about fields of study.***

Table Two: Continuity in Degrees to Women	Programs showing disparity in 1998 <10%	Programs showing disparity in 1998 >10%	Row Totals
Programs showing disparity in 1989<10%	**24**	**10**	**34 (31.78%)**
Programs showing disparity in 1989>10%	**16**	**57**	**73 (68.22%)**
Column Totals	**40 (37.38%)**	**67 (62.62%)**	**107**

In the table below we take a closer and slightly different look at these data by focusing on the four areas of study from which each institution graduates its largest number of students. For each area — say, Education or Business — we have calculated a measure of proportionality, a ratio of females who graduate in this field to the proportion of female undergraduates in the entire institution. If females comprise 50 percent of graduates from the institution but only 10 percent of graduates from the program, the ratio is .2. Obviously, a ratio of 1.0 indicates proportionality, and a value of greater than 1.0 indicates that female graduates outnumber male graduates.

Proportionality in Largest Program Areas, 1989-1990 and 1997-1998

Institution	Category	1989/90 Equity Ratio	1997/98 Equity Ratio	Net Movement Towards/Away from Proportionality
CWU				
	Education	1.58	1.39	0.19
	Protective Services	0.84	0.85	0.01
	Social Sciences	0.73	0.72	-0.01
	Business	0.92	1.05	0.03
EWU				
	Education	1.28	1.18	0.1
	Biosciences	1	1.05	-0.05
	Social Sciences	0.61	0.7	0.09
	Business	0.84	0.87	0.03
UW				
	Engineering	0.47	0.41	-0.06
	Biosciences	1.18	1.1	0.08
	Social Sciences	1.01	1.02	-0.01
	Business	0.97	0.97	0
WSU				
	Communications	1.45	1.16	0.29
	Engineering	0.27	0.22	-0.05
	Social Sciences	0.91	1.25	-0.14
	Business	0.9	0.96	0.06
WWU				
	Education	1.32	1.28	0.04
	Public Administration	1.69	1.51	0.18
	Social Sciences	0.85	0.89	0.04
	Business	0.77	0.84	0.07

As Table Three reveals, the areas with the greatest number of graduates are typically education, business, social sciences, and engineering. The first of these areas is usually greater than 1.0 (disproportionately female), while that latter is heavily male (at .41 and .22 at the state's two programs. On average the movement between 1989 and 1997 is quite small, but typically in the direction of greater equity. Of the 20 categories with the largest numbers of graduates, six show a very slight movement *away from* proportionality (from 1.0), while the remaining 14 show movement *toward* proportionality —albeit very modest movement.

Factors Influencing Women's Academic Choices. Why is there such continuity in the choices made by male and female students? One equity officer suggests that most of the influences shaping the field a student chooses precede — and may outweigh — the university's influence. "Student choice of major is influenced by many factors, such as individual interests, parents, high school counselors, peers, societal stereotypes, perceptions of job opportunities, and media portrayals of various careers."

Many of these larger social influences powerfully militate against women selecting nontraditional majors, e.g. the selection of physical sciences and technology. At Central Washington University, for example, surveys of entering students' self-perceptions reveal that female students rate themselves lower than male students on all 19 measures, including intellectual self-confidence: 63 percent of males and 43 percent of females say that they are above average. Survey results regarding mathematical ability show that 38 percent of men and 25 percent of women report that they are above average. Not surprisingly, one half as many entering first-year women at CWU planned to major in a scientific or technical field as entering men (17 percent versus 36 percent).[11]

Faculty and administrators have sometime undertaken extensive efforts to encourage women to major in nontraditional fields. Many faculty and administrators at both of the state's research universities have worked hard to boost female enrollments and persistence in engineering programs. Since 1993 the Washington State University has supported a Math, Science, and Engineering Residence Hall project, which now offers tutor-assisted study tables, faculty mentoring, and programs related to women in the sciences.

The Center for Women in Science and Engineering (WISE) at the University of Washington, established in 1989, also supports female participation in sciences and engineering. The beneficiary of significant corporate, foundation, and federal government support, WISE supports initiatives in mentoring, tutoring, and advising. The UW's an engineering faculty that is comprised of far larger share of female faculty members than the national average (11 percent v. 3.7 percent). That factor, combined with the activities of WISE, has improved gender equality in engineering.

Twenty-two percent of UW undergraduate engineering students in the fall of 1998 were women; an equal share of undergraduate engineering degrees in 1997-1998 were awarded to women — up significantly from 15 percent in the late 1980s. Moreover, the retention of undergraduate female engineering students has grown sharply, from 50 percent in 1990 to 74 percent in 1996 (compared to a national rate of 55 percent).

The effects of these programs, though tangible, are modest. For example, while the University of Washington conferred 22 percent of its engineering degrees on women in 1997-1998, the national average was only modestly lower, at 19 percent. The College of Engineering graduated 138 women with baccalaureate degrees in 1997-1998, slightly above the national average. When female engineering students at the University were surveyed, they reported that the most important factor influencing their persistence in the field was their interest and success in math and science courses; programs of targeted support played a more modest, secondary role. [12]

The state's community and technical colleges also meet the requirements of nondiscrimination: no institutions exclude students of either sex from their programs, and no programs give special consideration for admission to either men or women.

The state's two-year colleges show a very modest representation of female graduates in some areas (e.g. precision and production trades), and an almost exclusive concentration of female graduates elsewhere: for example, 98% of vocational home economic graduates are women (see Appendix One, Table 1). Community and technical colleges, like the state's universities, have undertaken efforts to make instructional programs congenial to learners of either sex. However, these programs, like similar programs in four-year institutions, appear to have borne modest fruit.

CONCLUSIONS ABOUT GENDER EQUITY IN ACADEMIC PROGRAMS:

State law insists on nondiscrimination in academic programs, and this standard has clearly been met at our state's institutions. Gender-blind policies, however, offer no assurance that male and female students will reach similar decisions about the fields that they wish to study. While many programs have made diligent efforts to ensure that they are equally congenial to male and female students, there have been modest changes in the matriculation decisions of male and female students since 1989. Further changes in enrollment decisions will likely result only with continued changes in labor markets and the larger culture.

3. ATHLETICS

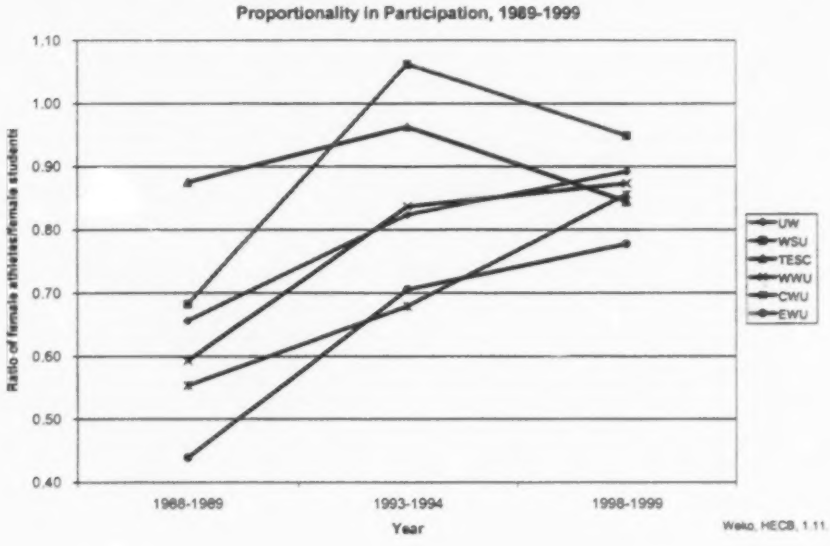
The statutes' instructions on gender equity in athletics are both clear and comprehensive. RCW28B.110.030, obligates institutions to provide "equitable opportunities to participate in intercollegiate athletics"; to provide recreational activities that "meet the interests of students"; to provide benefits, services, and facilities that are "comparable" for male and female athletes; and to "attempt to provide some coaches and administrators of each gender to act as role models for male and female athletes."

This language is duplicated in companion tuition and fee waiver statute. However, the tuition and fee waiver statute establishes criteria that institutions must meet if they are to make continued use of tuition waivers:

> "Beginning in the 1999-2000 academic year an institution that did not provide, by June 30, 1998, athletic opportunities for an historically underrepresented gender class [i.e. women] at a rate that meets or exceeds the current rate at which that class participates in high school athletics in Washington state shall have a new institutional plan approved by the higher education coordinating board before granting further waivers."

The female participation rate for high school athletics in Washington was 42 percent for 1998, thus each institution was responsible for meeting — or exceeding — this rate of participation by June 30, 1998.

Colleges and Universities Meet Gender Equity Goals for Athletics. Each institution met this statutory goal by 1998. Participation rates for female athletes have risen significantly at all four-year institutions in the state since the adoption of the statute. Hence, a primary goal of the statutes — equitable opportunities for participation in intercollegiate athletics — has been substantially met.

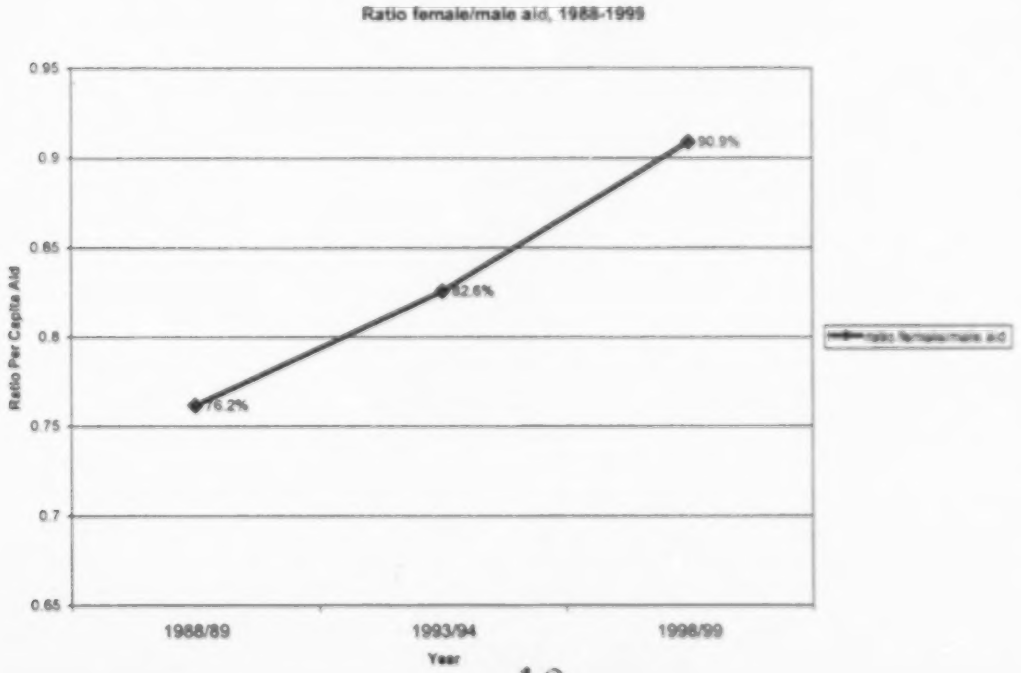


Gender Equity in Athletics, 1988 - 1999												
	1988 - 1989				1993 - 1994				1998-1999			
Institution	# female athletes	%female athletes	%undergrad female	proportionality	# female athletes	%female athletes	%undergrad female	proportionality	# female athletes	%female athletes	%undergrad female	proportionality
UW	231	32.80%	50.00%	0.66	311	42.00%	51.00%	0.82	311	46.20%	51.80%	0.89
WSU	127	30.50%	44.70%	0.68	250	51.00%	48.00%	1.06	261	46.30%	48.80%	0.95
TESC	43	49.00%	56.00%	0.88	33	52.00%	54.00%	0.96	48	50.00%	59.20%	0.84
WWU	99	32.00%	54.00%	0.59	207	46.00%	55.00%	0.84	211	48.00%	55.00%	0.87
CWU	120	29.00%	52.40%	0.55	153	34.30%	50.50%	0.68	162	46.20%	54.00%	0.86
EWU	66	24.00%	54.70%	0.44	114	38.80%	55.00%	0.71	196	44.70%	57.50%	0.78
Average		32.88%	51.97%	0.63		44.02%	52.25%	0.84		46.90%	54.38%	0.86

***proportionality** = % of athletes who are female/% of undergraduate students who are female*
Sources of data:
1988/89 and 1993/94: Gender Equity in Higher Education, 1995 HECB Report
1998-99: EADA Reports

Although rates of participation are substantially more proportional than they were in 1989, the law's scope is extends far beyond participation rates. RCW 28B.110 requires that benefits and services—including equipment, supplies, coaching, financial aid, and facilities—must be provided "with no disparities based on gender."[13]

Aid, Expenditures, and Coaching. Five four-year institutions provide athletically-related financial aid, and at four of these schools the proportion of aid to male athletes is significantly greater than that provided to female athletes.[14] The average proportion of aid received by female athletes at these four schools in 1998-1999 was 41.8%, while women comprised 46.9% of athletes. If one compares financial aid per capita for male and female athletes, however, it is apparent that disparities are diminishing. The ratio of female/male aid has climbed steadily through the period 1988-1999.



The operating expenses made available to female teams, too, are lower than the operating expenses of men's teams: in 1998-1999 women's teams received on average about 40 percent (39.46 percent) of operating expenses, though they comprised 46.9 percent of all athletes. The ratio of expenditures per share of participants has remained constant across the decade: it was .86 in 1988-1989, .84 in 1994-1995, and .84 in 1998-1999.

Finally, the law's aim that "institutions...provide some coaches and administrators of each gender to act as role models for male and female athletes" has been met, but incompletely. Of the 58 head coaches of male teams, only two, at The Evergreen State College, are females. Female athletes, on the other hand, have plenty of opportunities to work with male role models: taken together female teams have 28 female coaches, but 45 male coaches.

Aid, Expenses, and Coaching, 1998-1999

	Athletically Related Student Aid, 1998-1999		Operating Expenses, 1998-1999		Coaching, 1998-1999	
Institution	% to male athletes	% to female athletes	% to men's teams	% to women's teams	head coaches of male teams (m/f)	head coaches of female teams (m/f)
UW	53.7	43.6	62.3	37.7	16m/0f	7m/12f
WSU	58.1	41.9	61.6	38.4	10m/0f	10m/6f
CWU	32.7	67.3	61.0	39	14m/0f	14m/0f
EWU	62	38	62.2	37.8	not avail.	not avail.
TESC	none	none	61.0	38.9	6m/2f	4m/6f
WWU	56.1	43.9	55.0	45	10m/0f	10m/4f
Average		46.94		39.47		
Average without CWU		41.8				

Operating Expenses to Men's and Women's Sports, 1988-1999

	1988-1989		1994-1995		1998-1999	
	% to men's teams	% to women's teams	% to men's teams	% to women's teams	% to men's teams	% to women's teams
UW	not avail.	not avail.	66	34	62.3	37.7
WSU	not avail.	not avail.	64	36	61.6	38.4
CWU	71	29	72	28	61.0	39
EWU	77.3	22.7	66	34	62.2	37.8
TESC	not avail.	not avail.	47	53	61.0	38.9
WWU	67.7	32.8	64	36	55.0	45
Average		28.17		36.83		39.47
Ratio		0.86		0.84		0.84

Ratio= %Expenses/%Female Athletes

Source of data: 1988-1989 and 1994-1995, HECB Gender Equity Reports.
1998-1999: Equity in Athletics Disclosure Act, October 15, 1999 reports.

Facilities. "Comparable facilities for both males and females" have been achieved at the state's two research universities. The state's research institutions have had both the will and the wallet to recreate their athletic facilities in the past decade, and they have purposefully worked to create athletic facilities that are fully equitable.

At the Washington State University, for example, 1998-1999 renovations and additions to theBohler Gym have yielded a fully equitable facility for all athletes, in which each team (save women's and men's golf) will have its own locker room. The University of Washington has recently completed a softball field comparable to any baseball field made available for men's team, and the renovations to the Hec Edmundson Pavilion now underway will yield facilities for male and female athletes that are equal in all respects. For example, like sports — such as men's and women's basketball — will be grouped in adjacent sites, rather than segregated by gender into separate facilities.

"Comparable facilities for both males and females" have not been achieved at the state's baccalaureate institutions—with the exception of The Evergreen State College. The Evergreen State College, the newest of our state's baccalaureate institutions, possesses the most modern physical plant for athletics; a modest set of intercollegiate teams (four for each gender, for a total of 48 female athletes and 48 male athletes); and no sport that has a large roster of male athletes (soccer, with 21 male athletes, has the largest roster). Given its facilities — and its commitment to equity in athletics — Evergreen is able to establish scrupulously fair policies governing the use of its facilities.

The state's remaining baccalaureate institutions are in a less enviable position. Their primary athletic facility (e.g. fieldhouse or gymnasium) was typically constructed in the 1950s or early 1960s, and these facilities often made provision only for female physical education classes, offered to student bodies that contained far fewer female students. Their buildings and their locker rooms are neither adequate for contemporary needs, nor are they "comparable facilities."

This said, efforts are underway to mitigate these problems. At Central Washington University, efforts are underway to redress inequities in playing fields. In October 1999, construction began on a new field for women's softball, and a new women's soccer field is slated for the construction during the current budget cycle as well.

At Eastern Washington University funds have been committed in the 1999-2000 fiscal year budget to upgrade locker and training room facilities for female athletes. EWU is committed to "the addition of a training room in the existing women's locker room," and the "conversion of the existing football locker room into new multiple women's intercollegiate athletics locker rooms."[15]

Western Washington University has completed the first phase of a women's fastpitch softball facility, the remainder of which is slated for completion in 2000. Moreover, "Western remains committed to seeking capital funds to expand and equalize locker rooms and training facilities."[16]

Clearly, completing this unfinished work of gender equity in intercollegiate athletics will require additional capital spending at these three institutions.

Recreational Activities. RCW 28B.110 also focuses on recreational activities, including intramural athletics and club sports, mandating that they be "offered to meet the interests of students," and facilities and services must be provided for recreational sports without disparities based on gender.

At each of the state's four-year institutions, administrators responsible for recreational athletics have been diligent in responding to the expressed interests of female students. Indeed, they have worked to nurture higher levels of interest in recreational sports through advertising and creative programming. Services in support of recreational athletics also are free from disparities based on gender. Facilities, too, are equitably provided — where equitable facilities exist. Nonetheless, each institution is marked by a far greater level of interest in recreational sports among its male students than among its female athletes—a pattern that is true not only for Washington's public baccalaureate institutions, but for colleges and universities throughout the United States.

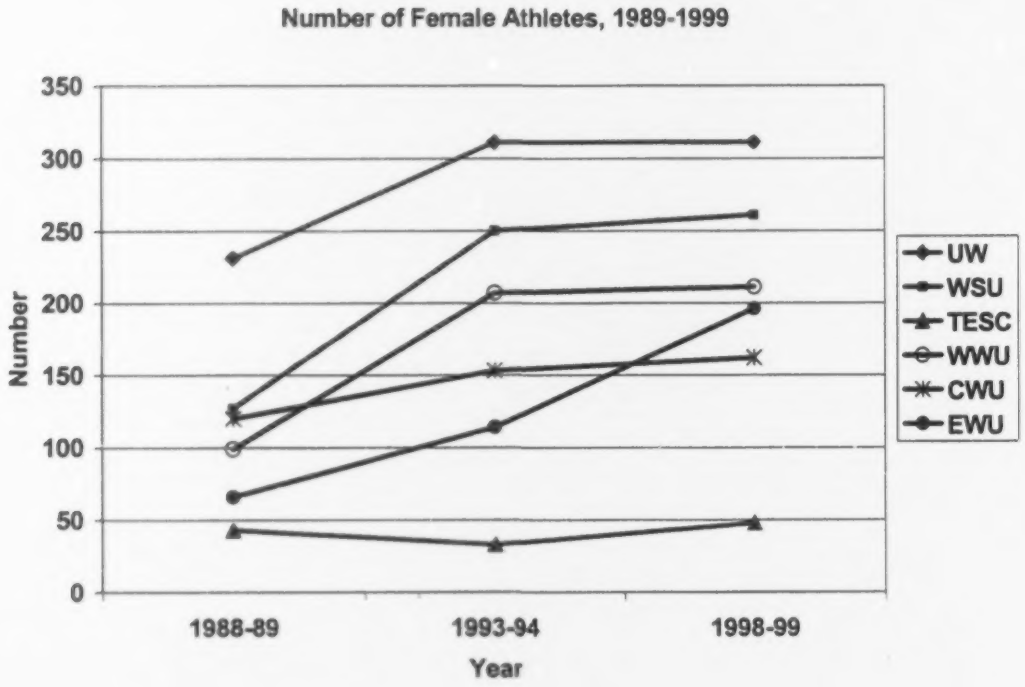
At the University of Washington, for example, just over 51 percent of 17-24 year old, full-time students at the Seattle campus are women. But women accounted for only 39 percent of visits to the campus intramural athletic facility in 1998-1999. At the state's other institutions the rates of female participation in intramural and club sports range from 21-44 percent, with an average participation rate of roughly 30 percent. This rate is far higher than the national average of 15-20 percent.[17] National experts suggests that female students are less interested in recreational sports than they are fitness and conditioning facilities (e.g. training rooms, aerobics facilities).[18] If recreational athletics programs are alert to the "interests of students," they should pay particular attention to the adequacy of these facilities.

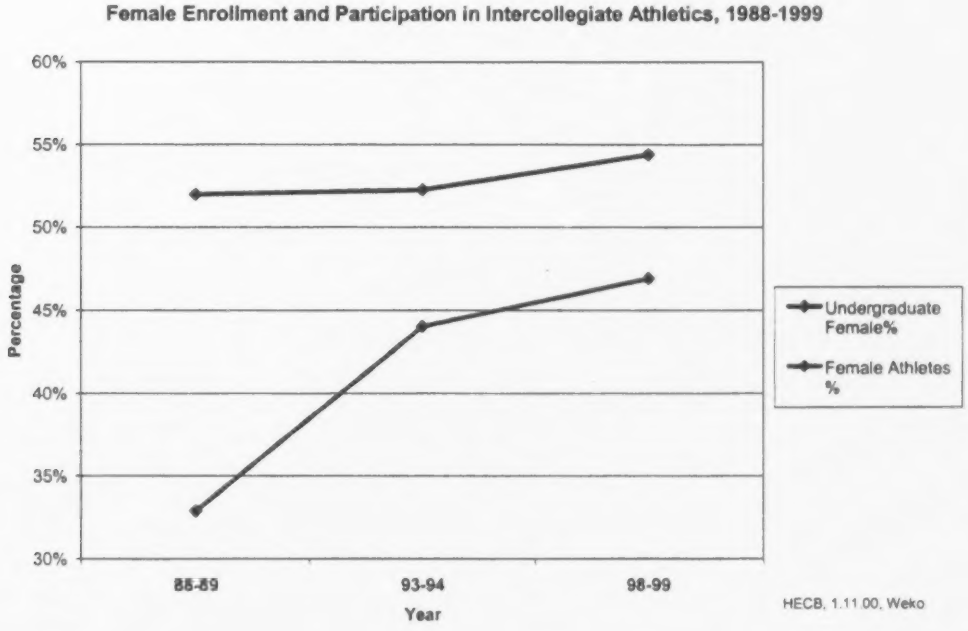
Intercollegiate athletic programs at the state's two-year colleges, like those at four-year institutions, must comply with the requirement of the gender equity statute. However, the tuition waiver statute (RCW 28B.15.460) applies solely to four-year institutions. Nonetheless, the overall rate of proportionality for the state's two-year institutions, .855, is nearly identical to that of the state's four-year institutions, .86 (see Appendix One, Table 2).

CONCLUSIONS ABOUT GENDER EQUITY IN ATHLETICS

Higher Participation Required by 2004. If these statutes remain unchanged, the next report on gender equity in higher education will be submitted to the Legislature in 2004. However, current law will require a still higher standard of gender equity in participation rates than it does today: it obligates intercollegiate athletic programs to be within five percent of the proportion of undergraduate female students at their institution by 2003-2004.[19] If the slow and steady trend towards greater female enrollments continues, we should expect that roughly 56 percent of our students in 2003-2004 would be females. Hence, the law is likely to require that the state's universities aim, on average, for a 51% participation rate for female athletes.

The current participation rate, 46.9% on average, is significantly below this 51% level. Moreover, it shows few signs of declining further if the current mix of intercollegiate programs is maintained. After a sharp decline in the rate of disproportionality between 1988 and 1993, the decline of disproportionality virtually halted in the period between 1993 and 1998. The number of female athletes has increased far more slowly in this period, and so, too, have other indicators of equity, such as the proportion of operating expenses received by women's teams.





Conclusion and Recommendations:

The requirements of our state's gender equity laws have been met in nearly every respect—in students services and support, in academic programs, and, by in large, in athletics. The primary challenge facing our state's institutions in the near future lies in achieving the rates of athletic participation by women that are required by the tuition waiver statute. It is likely that the goals contained in the statute will require a few of our four-year institutions to make sweeping changes in their athletic programs—or jeopardize their continued use of tuition waivers.

	1993-1994 UG female students	1998-1999 UG female students	est. female % 2003-2004	required female % in 2003-2004	current part rate	gap b/n current and 2003-2004 part rate	# additional athletes req. under current law	# of female athletes in 1999-2000
UW	51%	51.8%	53%	47.6%	46.2%	1.4%	10	311
WSU	48%	48.8%	50%	44.6%	46.3%	-1.7%	0	261
TESC	54%	59.2%	64%	59.4%	50.0%	9.4%	9	48
WWU	55%	55.0%	55%	50.0%	48.0%	2.0%	11	211
CWU	51%	54.0%	58%	52.5%	46.2%	6.3%	30	162
EWU	55%	57.5%	60%	55.0%	44.7%	10.3%	45	196

est. female in 2003-2004: estimated undergraduate female enrollment in 2003-2004, by extrapolation
required female%: required % of female athletes in 2003-2004 (female enrollment x .95)
additional athletes required: number of all athletes in 1999 x required percent

APPENDIX ONE

Table One: Athletic Participation, Two-Year Colleges, 1998-1999

Athletic Participation, Community Colleges

School	Female Students, 17-24, FT	All Students 17-24, FT	% Female Students	% Female Athletes	Difference	Proportionality
Bellevue	1,949	3852	50.6%	44.0%	-6.6%	0.870
Big Bend	315	707	44.6%	53.0%	8.4%	1.190
Centralia	438	809	54.1%	44.0%	-10.1%	0.813
Clark	1,381	2523	54.7%	49.0%	-5.7%	0.895
Columbia Basin	966	1952	49.5%	40.0%	-9.5%	0.808
Edmonds	1,010	1952	51.7%	39.0%	-12.7%	0.754
Everett	987	1689	58.4%	54.0%	-4.4%	0.924
Grays Harbor	357	649	55.0%	41.0%	-14.0%	0.745
Green River	1,183	2507	47.2%	48.0%	0.8%	1.017
Lower Columbia	453	913	49.6%	50.0%	0.4%	1.008
Olympic	986	1812	54.4%	51.0%	-3.4%	0.937
Peninsula	295	568	51.9%	46.0%	-5.9%	0.886
Pierce	1,399	2442	57.3%	37.0%	-20.3%	0.646
Shoreline	1,489	2952	50.4%	44.0%	-6.4%	0.872
Skagit Valley	733	1379	53.2%	47.0%	-6.2%	0.884
South Puget Sound	812	1472	55.2%	46.0%	-9.2%	0.834
Spokane	1,218	2396	50.8%	44.0%	-6.8%	0.866
Tacoma	964	1657	58.2%	33.0%	-25.2%	0.567
Walla Walla	554	1126	49.2%	48.0%	-1.2%	0.976
Wenatchee Valley	542	1024	52.9%	43.0%	-9.9%	0.812
Whatcom	771	1558	49.5%	46.0%	-3.5%	0.930
Yakima Valley	1,007	1712	58.8%	47.0%	-11.8%	0.799
Total	19,809	37651	52.6%	45.0%	-7.6%	0.855

1998-1999 data on intercollegiate athletics provided by NWAACC
1998-1999 data on enrollment provided by SBCTC, includes all female students, 17-24; excludes RS/GED/ESL

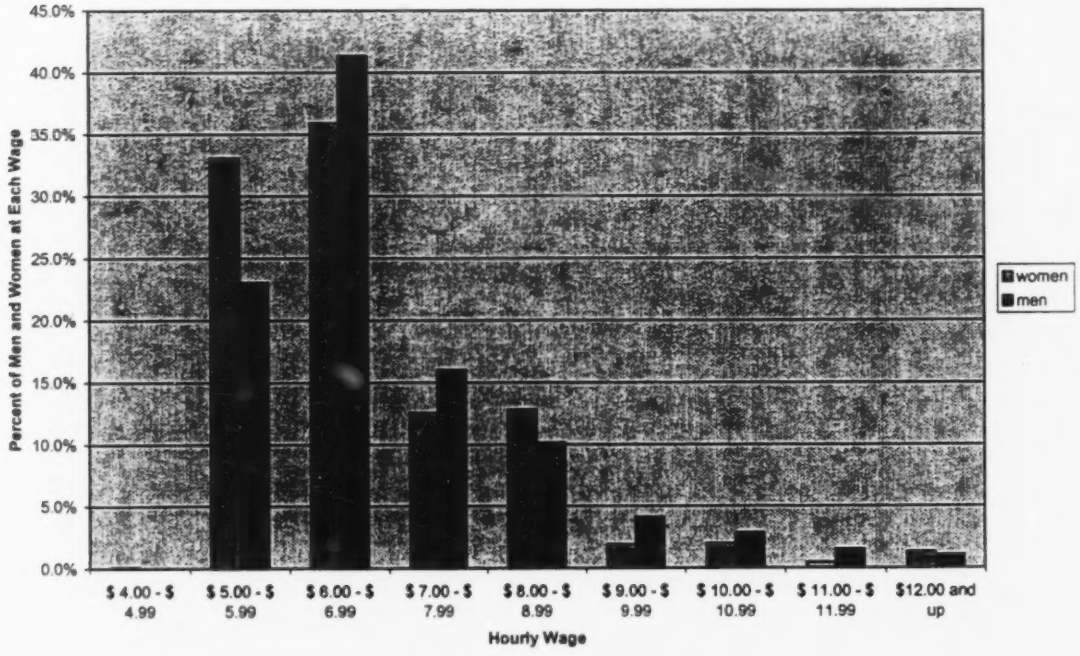
Table Two: Female Graduates by Field, Community and Technical Colleges, 1997-1998

ASSOCIATE DEGREES - COMMUNITY AND TECHNICAL COLLEGES, 1997-98						
CIPmajor	CIP Major description	Total Males	Total Females	% Female Grads	% Females Enrolled in System	Proportionality
01	Agricultural Business and Production	88	56	39%	58.59%	0.66
02	Agricultural Sciences	-	3	100%	58.59%	1.71
03	Conservation and Renewable Natural Resources	29	15	34%	58.59%	0.58
08	Marketing Operations/Marketing and Distribution	16	57	78%	58.59%	1.33
09	Communications	41	33	45%	58.59%	0.76
10	Communications Technologies	25	11	31%	58.59%	0.52
11	Computer and Information Services	177	178	50%	58.59%	0.86
12	Personal and Miscellaneous Services	48	96	67%	58.59%	1.14
13	Education	5	30	86%	58.59%	1.46
15	Engineering-Related Technologies	472	138	23%	58.59%	0.39
19	Home Economics, General	2	20	91%	58.59%	1.55
20	Vocational Home Economics	3	195	98%	58.59%	1.68
22	Law and Legal Studies	25	175	88%	58.59%	1.49
24	Liberal Arts, General Studies and Humanities	4,957	6,767	58%	58.59%	0.99
25	Library Science	5	15	75%	58.59%	1.28
31	Parks, Recreation, Leisure, and Fitness Studies	26	20	43%	58.59%	0.74
41	Science Technologies	4	3	43%	58.59%	0.73
43	Protective Services	219	92	30%	58.59%	0.50
44	Public Administration and Services	5	16	76%	58.59%	1.30
46	Construction Trades	51	7	12%	58.59%	0.21
47	Mechanics and Repairers	447	34	7%	58.59%	0.12
48	Precision Production Trades	159	61	28%	58.59%	0.47
49	Transportation and Materials Moving Workers	48	27	36%	58.59%	0.61
50	Visual and Performing Arts	44	108	71%	58.59%	1.21
51	Health Professions and Related Sciences	284	1,406	83%	58.59%	1.42
52	Business Management and Administrative Services	219	1,193	84%	58.59%	1.44
	TOTAL	7,399	10,756			
Source: Columns C,D, E: IPEDS, 1997-1998						
Column F, Table 2-1 Higher Education Enrollment Statistics and Projections, OFM.						

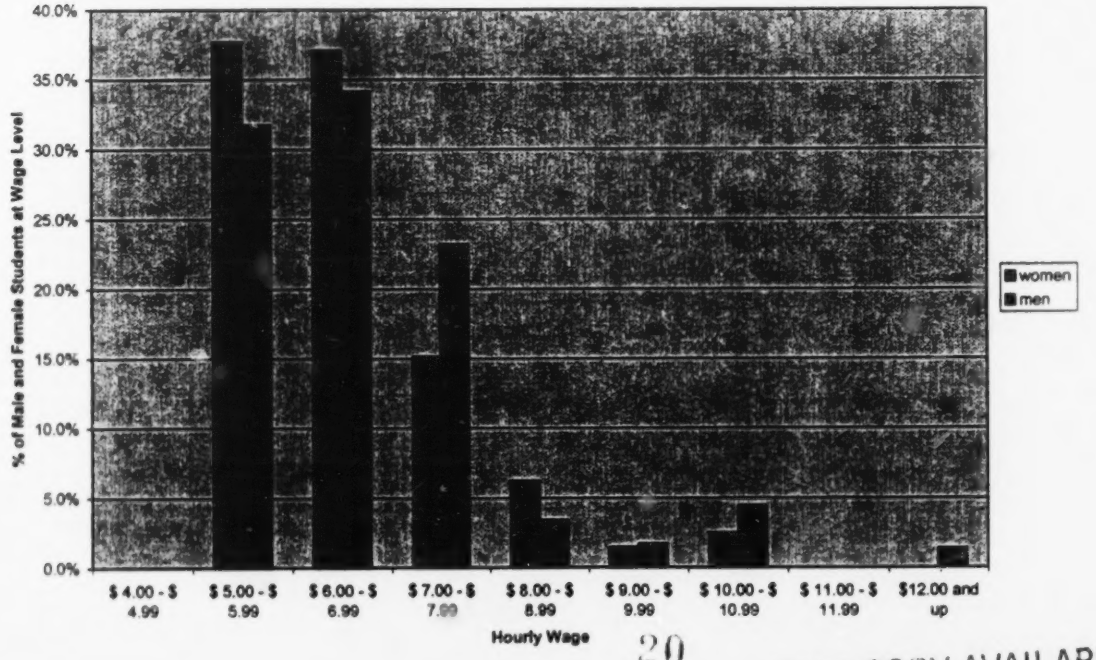
APPENDIX TWO

Student Wages

Student Wages, CWU



TESC Student Wages



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Endnotes

[1] A third statute required the HECB and the OSPI to sponsor a gender equity conference for the benefit of persons involved in intercollegiate and interscholastic athletic programs. This conference was held in 1990, and it succeeded in bringing together athletic directors, coaches, and athletes from both K-12 and higher education.

[2] "With respect to higher education student employment, all institutions shall be required to: make no differentiation in pay scales on the basis of gender; assign duties without regard to gender except where there is a bona fide occupational qualification approved by the Washington Human Rights Commission; provide the same opportunities for advancement to males and females; and make no difference in the conditions of employment on the basis of gender in areas including, but not limited to, hiring practices, leaves of absence, and hours of employment."

[3] "Counseling and guidance services shall be made available to all students without regard to gender. All academic and counseling personnel shall be required to stress access to all career and vocational opportunities to students without regard to gender."

[4] "With respect to financial aid, financial aid shall be equitably awarded by type of aid, with no disparities based upon gender."

[5] Gender Equity in Higher Education, 1991, 4.

[6] About disparities in student wages the report concluded, "this disparity has been corrected." Gender Equity in Higher Education, 1994, 6.

[7] The University of Washington defines three positions: Student Assistant/Helper I ($5.70 - $6.30); Student Assistant/Helper II ($5.90 - $7.15); and Student Assistant/Helper III ($6.15 - $8.30). These jobs are classified as followed:
"Grade I
Perform a range of routine duties which may involve a moderate degree of responsibility and judgment. Some specific knowledge or skill and/or equivalent training or experience may be required.
Grade II
Perform varied and moderately complex duties involving a moderate to substantial degree of responsibility and judgment. May direct or coordinate activities of other student employees. Usually requires previous training or equivalent experience.
Grade III
Perform varied and complex duties involving a high degree of responsibility and judgment. May supervise or regularly lead activities of other student employees. Usually requires considerable training or equivalent experience in a specialized or technical field."

[8] "With respect to admissions standards, admissions to academic programs shall be made without regard to gender"; and, "all academic programs shall be available to students without regard to gender."

[9] Gender Equity in Higher Education, 1991, 7.

[10] Because The Evergreen State College does not have majors, it does not submit IPEDS data by field of study, and it cannot be included in this analysis.

[11] *In Focus*, Volume 2, Issue 2, CWU Office of Assessment, October 1999, p. 2.

[12] Suzanne G. Brainard and Linda Carlin, "A Six-Year Longitudinal Study of Undergraduate Women in Engineering and Science," *Journal of Engineering Education*, October 1998, 369-375.

[13] "…including, but not limited to, equipment and supplies; medical services; services and insurance; transportation and per diem allowances; opportunities to receive coaching and instruction; scholarships and other forms of financial aid; conditioning programs; laundry services; assignment of game officials; opportunities for competition, publicity, and awards; and scheduling of games and practice times, including use of courts, gyms, and pools. Each institution which provides showers, toilets, lockers, or training room facilities for athletic purposes shall provide comparable facilities for both males and females."

[14] The exception is Central Washington University, where women receive roughly 2/3 of athletically-related financial aid. Central Washington's EADA report indicates that the school is significantly increasing aid to male athletes in the 1999-2000 academic year, thus this ratio is likely to be substantially changed.

[15] Memo, Scott Barnes (Athletic Director, EWU) to Mike Irish, Associate Vice President for Facilities, September 30, 1999.

[16] Correspondence from Judy McNickle, Western Washington University, 1.17.00.

[17] *Athletic Business*, April 1999, p. 45.

[18] Ibid, p. 44.

[19] The law provides that institutions may count only full-time undergraduate students, ages 17-24, enrolled at their institution's main campus. However, counting only these students produces a percentage that is nearly identical to all undergraduate female students as a percentage of all undergraduate students. Comparing the first to the second definition produces these changes: UW (51.56 v. 51.8), WSU (48.6 v. 48.8), CWU (54.79 v. 54), EWU (57.7 v. 57.5), TESC (58 v. 59.2), and WWU (56.9 v. 55).

BOB CRAVES
Chair

MARC GASPARD
Executive Director

STATE OF WASHINGTON
HIGHER EDUCATION COORDINATING BOARD
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RESOLUTION NO. 00-03

WHEREAS, RCW 28B 110 and RCW 28B 15.460 require the Higher Education Coordinating Board to report every four years to the Legislature and Governor on gender equity in higher education, and to develop rules and guidelines to eliminate gender discrimination; and

WHEREAS, The Higher Education Coordinating Board, with the assistance of the state's public higher education institutions has completed its 1999 review of gender equity in public higher education; and

WHEREAS, The Board finds that public higher education institutions do not discriminate on the basis of sex in student support and services, or in admission to academic programs; and

WHEREAS, The Board finds that public higher education institutions have met their obligation to provide female athletes with equitable opportunities for participation, and increasingly have met their obligation to provide female athletes with aid, services, and support with no disparities based upon gender; and

WHEREAS, The Board finds that some of the state's public four-year institutions have not yet succeeded, and will find a substantial fiscal challenge in providing "comparable facilities" for male and female athletes by the next reporting period, 2003-2004.

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the 1999 Gender Equity in Higher Education report, and forwards this report to the Governor and Legislature for their review.

Adopted:

January 27, 2000

Attest:

Bob Craves, Chair

David Shaw, Secretary